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CURRICULUM VITAE: ANGELA E. RICKFORD

Professor, College of Education, San Jose State University
One Washington Square, San Jose, CA 95192-0078
408-924-3681 (W); arickford@gmail.com

PERSONAL African American (US Citizen); married to John, with four children.

EMPLOYMENT

- 2007-present Professor, College of Education, San Jose State University (SJSU).
2002-2007 Associate Professor, College of Education, Special Education and Rehabilitative Services, San Jose State University (SJSU), California.
1996-02 Assistant Professor, College of Education, Special Education and Rehabilitative Services, San Jose State University, San Jose, California. (See page 3 below for courses taught.)
1990-92 Residence Dean, Stanford University. Responsible for the academic counseling, advising, disciplinary and problem-solving functions associated with student affairs Deans.
1981-90 Owner of/teacher in a pre-school facility in the Stanford/Palo Alto area.
1979-80 Founder and Director, Kingston Preschool (enrollment up to 24 preschool children, 3-5 years old), Georgetown, Guyana, South America.
1975-79 Lecturer, School of Education, University of Guyana. Taught courses in Developmental Reading and Writing to students in the Bachelor in English Education Teaching Credentials Program, elementary through high school. Also visited and supervised practicing teachers in elementary and secondary schools in Georgetown, the capital, and in rural village areas.
1974-75 Language Arts Teacher, Queen's College High School for Boys, Georgetown, Guyana. Achieved excellent results when 23 out of a total of 24 low-achieving "at risk" students passed the GCE, "O" Level (General Certificate of Education, Ordinary Level), London University examination in English Language and Literature.

EDUCATION

- 1992-96 Stanford University, Stanford, California: Ph.D., Education, August 1996. Specialization in Language, Literacy and Culture; Minor in Psychology. Dissertation: "Cognition, Comprehension, and Critical Evaluation in a Multicultural Classroom."
1977-78 The Johns Hopkins University, Baltimore, MD. Pursued studies in the Reading Program. Took courses in "The Teaching of Reading to Students with Reading Disabilities" and "Techniques in the Teaching of Reading."
1974-75 University of Guyana, Georgetown, Guyana, South America. Diploma in Education (with distinction). Equivalent to US Teaching Credentials.
1971-73 University of Pennsylvania, Philadelphia. Graduate School of Education. MSc., Education, with a focus on Teaching English as a Second Language (TESOL). Took courses in Linguistics and Reading.
1968-71 University of the West Indies, Mona, Jamaica. BA (Special Honors), English Language and English Literature. Specialty Degree included

comprehensive studies in the history, evolution, and development of the English Language and English Literature including Poetry and Drama.

HONORS AND AWARDS

2008	Co-Chair, Awards Committee, American Educational Research Association
2007	Appointment to AERA (American Educational Research Association) Governing Committee (Division K Committee).
2006	San Jose State University (SJSU) Lottery Professional Development Grant
2005	SJSU Dean's Mini Grant.
2004	SJSU Lottery, Professional Development Grant.
2004	Certificate of Recognition, Honorable Mention, SJSU Award for Research on College Teaching and Learning.
2003	SJSU Center for Teaching and Learning Award for Research Paper on the Effects of Teacher Education on Teacher Performance. SJSU Lottery Professional Development Grant.
2002	Tenure, Promotion to Associate Professor, SJSU.
2001	Teacher Scholar Award, SJSU.
2001	Certificate of Recognition, Faculty-in-Residence Program, SJSU. Faculty-in-Residence for Campus Climate.
1999	Federal Grant Award of \$500,000.00 (with Gil Guerin) for Special Education (Reading) Teachers Project.
1999	San Jose State University College of Education Dean's Award for Service.
1999	SJSU Representative to Salzburg Seminar on Globalization, Austria.
1998	Fulbright Award (Jamaica): Council for the International Exchange of Scholars.
1998	Multicultural Education Committee Grant Award, SJSU.
1998	College of Education Dean's Research Grant Award.
1997	Professional Development Grant Award, SJSU.
1997	Lottery Grant Research Award, SJSU.
1996	Nomination: Outstanding Dissertation of the Year.
1992-96	Stanford University Fellowship for Graduate Study in Education.
1994-95	Stanford University Dissertation Grant Award.
1974-75	Award for Best Graduating Student in the Diploma in Education program, University of Guyana, South America.
1971-73	University of Pennsylvania (Center for Urban Ethnography) Fellowship for Graduate Study to the Master's Level.
1968-71	Guyana Government Scholarship for undergraduate study overseas (based on outstanding achievement in General Certificate of Education (GCE), London University, Advanced Level Examinations in English, Latin, and History).
1967-68	Hilda Seeraj Commemorative Medal for excellence, thoroughness, and dedication in academic work throughout high school.

CONSULTING AND OTHER PROFESSIONAL EXPERIENCE

- 2009-10 Consultant, TutorWorks, an on-line Reading Development Program for underachieving students.
- 2008 Consultant, Oakland Unified School District Workshop on Teaching Reading & the Language Arts.
- 2007 Consultant, University of Massachusetts, Amherst, Summer Reading Program for K-12 Teachers and Literacy Coaches.
- 2007 Consultant to the Palo Alto School Board, the Parent Network for Students of Color, the Peninsula Interfaith Action Committee and other Organizations on the Qualities, Values, and Vision to look for in recruiting a new Superintendent of Schools for the Palo Alto Unified School District.
- 2007 Consultant on the Teaching of Reading K through 12: Office of the San Bernardino County Superintendent of Schools, San Bernardino, California.
- 2001-2007 Director, Early Literacy Project, SJSU (Federally Funded Project). In this capacity, I provided year round after-school Professional Development Teacher Training in the Teaching of Reading for teachers in multiple public elementary schools, including George Mayne Elementary, Noble Elementary, Anne Darling Elementary, and Santee Elementary schools, in the San Jose Unified School District, and Christopher Elementary in Oak Grove.
- 2006 Consultant on the Development of Literacy in Struggling African American Student Populations. Voices for African American Students: Closing the Achievement Gap, Los Angeles Unified School District, Los Angeles, California.
- 2005 Member of the Governing Body of the Joint EdD. Program in Collaborative Leadership in the College of Education at SJSU.
- 2004 Certificate of Completion for training in Dr. Mel Levine's "Schools Attuned" Initiative.
- 2003-2005 Consultant for On-line After-School Reading Program offered by Tutor Works, Inc. (Redwood City, California) for K-5 elementary students in Redwood, City Menlo Park, and East Palo Alto, California.
- 2003 Reading Council Advisory Board Meeting, Sacramento. Sponsored by CSU's Center for the Advancement of Reading (CAR), the California Department of Education (CDE), and the California Commission on Teacher Credentialing.
- 2001 Learning Disabilities Association of California State Conference: Bridges to Literacy.
- 2000-2002 Consultant, Governor's Reading Initiative, Oakland Unified School District K - 3 Early Literacy Program, Oakland, California.
- 2000-2002 Co-Principal Investigator, Subject "A" Writing Research Program for African American Students, President's Office, U. of California, Berkeley.
- 1998-2002 Reading Consultant for the Consortium on Reading Excellence (CORE), a research-based reading organization, Emeryville, California. Organized and Delivered CORE workshops on the teaching of Reading for educators (Reading Teachers, Literacy Coaches, Principals and Vice Principals) in schools in Oakland, San Francisco, East Palo Alto, Orange County, San Ramon, and elsewhere in California.

- 1999 Consultant for Teacher Training Component of The Joint (Philadelphia / Oakland) African American Literacy and Culture Project funded by Senator Arlen Specter of Pennsylvania with Principal Investigators: Professor William Labov, Linguistics, Univ. of Pennsylvania and Professor Arthurlene Towner, Education and Allied Studies, CSU, Hayward.
- 1999 Consultant, "We Both Read", New Beginning Reading Series. CA.
- 1998 Consultant for Superintendent Delaine Eastin, California Department of Education. Provided Assessment of Reading Education in East Palo Alto elementary and middle schools in Reading Compliance Case # 356-96/97.
- 1988-98 Resident Fellow, Stanford University. Arroyo Cottage and Kimball Hall (1988-98), both undergraduate four-class Residences. Resident Fellows shape the intellectual life of students in their Residences.
- 1996-97 Instructor, "LLD 20: The Nature of Language." Summer Linguistics Course for incoming freshmen of color, taught in the Linguistics Dept. SJSU ("Bridge" Program).
- 1994-96 Editorial Assistant, Journal of Educational Assessment, Stanford University
- 1994-95 Teaching Assistant, Undergraduate course on "Understanding Research on Children and Schools", Stanford University.
- 1994-95 Teaching Assistant, Graduate course on "The Psychology of Literacy," Stanford University.
- 1993-94 Teaching Assistant, Graduate Course on "Survey of Educational Research Methods," Stanford University.
- 1992-93 Research Assistant, Project READ Workshop, Stanford University. Project READ is a program in "Critical Literacy" teaching methods designed for Reading teachers of diverse and ethnic minority student populations.

PROFESSIONAL MEMBERSHIPS AND ASSOCIATIONS

American Educational Research Association, AERA
 Review of Educational Research, RER
 American Educational Research Journal, AERJ
 Educational Researcher, ER
 The International Reading Association, IRA
 Phi Delta Kappan, PDK
 The Orton Dyslexia Society, ODS
 Journal of Negro Education, JNE
 Learning Disabilities Association of California, LDA
 Journal of Adolescent and Adult Literacy, JAAL
 National Association of Bilingual Educators, NABE

COURSES TAUGHT AT SJSU

- EDSE 285 Seminar in Teaching Exceptional Individuals (first course in a series of three courses that Masters Degree students are required to take. During this course, they select a research topic, design a Conceptual Framework for their master's thesis or project, and write their Review of Literature.
- EDSE 232 Theoretical and Practical Approaches to Beginning Reading Instruction in K - 3 At Risk Students.
- EDSE 217A Directed Teaching--Field Supervision of "Novice" Teachers, Elementary through High School.
- EDSE 217B Directed Teaching--Field Supervision of "Experienced" Teachers, Elementary through High School.
- EDSE 216 Teaching Reading and Language Arts to Students with Mild and Moderate Learning Disabilities.
- EDUC 204 Curriculum and Instruction in the Teaching of Reading and the Language Arts.
- EDUC 212 Teaching Reading to Students with Learning Disabilities.
- EDEL 108A Teaching Reading/ Language Arts in Classrooms Accommodating Diversity. (For *Teach for America* students, Dept. of Elementary Education).
- EDSE 102 Typical and Atypical Language Development in K-12 Students.
- LLD 20 The Nature of Language (taught through Linguistics Dept., SJSU).

COURSES TAUGHT AT STANFORD UNIVERSITY, SUMMER 1999

- S.T.E.P. Stanford Teacher Education Program. The Development of Literacy in the Middle and High School.

SERVICE: COMMITTEES AT SAN JOSE STATE UNIVERSITY

- 2010-17 Chair, Research, Tenure, and Promotion Committee, College of Education [COE]
- 2009 Member, COE Research, Tenure, and Promotion Committee
- 2008 Member, COE Curriculum Committee.
- 2007 Member, Professional Standards Committee. This Committee worked on the important issue of generating standard protocols for developing formative and summative assessments of Faculty teaching across Campus that are fair and equitable, and worthy of consideration in the Research, Tenure, and Promotion Process.
- 2007 Participation with colleagues in the College of Education and university-wide in the SJSU "Inclusive Excellence" Retreat. Our team developed, articulated, and are implementing an inclusive excellence Project and Timeline for our Unit and shared it with the university community (University Level).
- 2006-9 Member, Academic Senate. College of Education Representative (University Level).

- 2006-8 Member, Ford Foundation Funded Difficult Dialogues Initiative (DDI) for promoting understanding of race, ethnicity and related issues at San Jose State University (University Level). The goal of the Committee was to "Develop a core group of faculty, staff, administrators, and students who have the skills, knowledge, sensitivity, and personal commitment to facilitate dialogues on difficult issues." Following the termination of the first year's (2006-7) work on this initiative, a small group of participants including myself, still meets with the "core" group (the original organizers) to brainstorm ways in which the Committee could continue to be effective difficult dialogue initiators by means of collaboration with both on- and off- campus organizations.
- 2006-7 Member, Five-year Review Committee, Dean of the College of Education (University Level). Responsible for compiling data on one of the sections of the Review, writing up that section, critiquing the final Report, and contributing significantly to its conceptualization and articulation. Letter of Acknowledgement from Provost.
- 2002-7 Personnel Committee for Research, Tenure and Promotion, Department of Special Education and Rehabilitative Services (Departmental Level)- Responsible for reading and reviewing dossiers submitted by Junior Faculty, and for writing "summary" letters of teaching, scholarship and service for junior Faculty seeking Promotion and Tenure.
- 2004-6 Chair, Graduate Studies and Research Committee (University Level). Some of the key accomplishments of the Committee during my tenure included: an investigation of and progress towards standardization of the University Graduation Writing Assessment Requirement (GWAR), appointing Liaisons to communicate with campus wide Organizational Research Units (ORUs) in order to secure their annual or five-year Reports that bring them in compliance with Policy, an assessment of the proposed Joint Ph.D. in Occupational Therapy, and recommendations for effecting a more robust program, a Critical Review of the proposed MA in Applied/Practicing Anthropology, reading and ranking submissions for the annual SJSU Jack Kent Cooke and Bertha Kalm Scholarship Awards and SJSU Masters Thesis Awards, nominating and notifying awardees, and penning letters of encouragement to commendable contestants. I also submitted a Final Report at the end of my tenure. Letter of Acknowledgement from Associate Vice Provost.
- 2005 Member, Joint Doctorate in Education Program Committee.
- 2004-5 Member, Provost-Appointed Search Committee for the Position of AVP, Graduate Studies and Research (University Level). Read scores of Applications, participated in generating a short list, interviewing prospects, and recommending a final applicant for the Position. Letter of Acknowledgement from President.
- 2004-5 Participant, Faculty Mentor Program (University Level). Involved with mentoring activities for 4 ethnically diverse undergraduate students. Letter of Acknowledgement from Director, Faculty Mentor Program.
- 2004 Western Association of Schools and Colleges (WASC) & Graduate Studies and Research (GS&R): Forum and Strategic Conversation on "The Educational Effectiveness of Graduate Programs at SJSU."

- (University Level). Role of Facilitator at the Conversation. Letter of Acknowledgement from Associate Vice President.
- 2003 Member, Vice President for Student Affairs Review Committee (University Committee). Participated in Compilation and Review of data, summarization of information, and crafting of Final Report and Recommendation of Action to the President. Letter of Acknowledgement from President.
- 2002-4 Member, Graduate Studies and Research Committee (University Level).
- 2002-3 Chair, Instruction and Student Affairs Committee, SJSU. Committee of the Academic Senate (University Level). During my tenure, the most significant task the Committee undertook was the review and revision of the content of the Academic Integrity Policy, making a change in its name from the Academic Dishonesty Policy, and collaborating with other Offices to revamp and clarify the language of the Policy in order to increase its effectiveness. I submitted a Final Report at the end of my tenure. Letter of Acknowledgement from Chair, Academic Senate.
- 2002-3 Co-Chair, COE Curriculum Committee. (College Level). This Committee reads, reviews, and makes recommendation to Faculty in the College of Education who have submitted proposals to mount a new course in their departments, or to modify existing courses in any manner. The Committee follows Protocol in accepting proposals, or suggesting modifications to them before sending them for review by the appropriate University Level Curriculum Committee.
- 2002-3 Member, Center for Faculty Development and Support Review Committee. The Committee's charge was to review the effectiveness of the programs supported by the Center, and submit a final report. The Committee examined five aspects of the Center: its Leadership and Structure, Organizational Funding, Assessment of Services provided to Faculty, Collaboration with other Units such as Distance Education, and Cost Effectiveness of the Programs provided (University Level). Letter of Acknowledgement from Provost.
- 2002-3 Member, College of Education, Special Education Department Ad Hoc Committee on the MA Program (Departmental Committee). This committee worked on restructuring the MA program to streamline the content of courses, and maximize student learning, knowledge, and expertise. We discussed on- and off-campus statistical consultation and writing services available to MA students, and revised the Master's Project and Thesis Handbook to make it more student-friendly.
- 2000-3 Member, Faculty Senate, elected to represent College of Education, (University Level).
- 2001 Three-Part Presentation to the SJSU Academic Senate on "How Money gets from the Legislature to CSU", "How Money gets from CSU to SJSU", and "How Money gets from SJSU to Divisions and Departments." Preparation involved research on the historical and contemporary nature of CSU and SJSU budget matters, and garnering information and advice from relevant offices and sources on Campus (University Level).
- 2001-2 Member, Provost-Appointed Academic Innovation Model Committee (University Level). The Committee's charge was to make

- recommendations to the Provost and President with respect to the reconfiguration and restructuring of Faculty teaching load in order to "promote the highest-quality academic environment possible in all disciplines, throughout San Jose State University by fostering academic innovation among Faculty and the work in which they are involved." Also "Faculty workload should be reworked on the themes of quality and equity." I acted as "recording secretary" for this committee, writing and circulating detailed minutes of proceedings to committee members following our meetings. Letter of Acknowledgement from Provost.
- 2001-2 Member, Curriculum Committee (Departmental Committee). Facilitated and participated in two self-study retreats for the Department of Special Education, contributing to the articulation of a vision for the ongoing development and expansion of the unit.
- 2001-2 Member, Budget Advisory Committee (University Level).
- 2001 Member, Learning Productivity Implementation Grant Committee (College Level).
- 2000-2 Member, University Library Board (University Level). The primary goal of the Committee was to monitor and maintain a high level of excellence in the overall functioning of the University Library, and to collaborate with San Jose City Officials in effecting smooth planning and execution of the construction of the historic Martin Luther King Jr. Memorial Library, an unprecedented amalgam of "town" and "gown" forces.
- 1999-2001 Faculty-in-Residence for Diversity on Campus, Institute for Teaching and Learning (University Level). During my tenure, I invited speakers to our Campus to address the importance of Diversity as a campus wide philosophy, and to make recommendations for implementing diversity measures throughout the campus community.
- 1998-2000 Chair, SJSU College of Education Multicultural Committee. The Committee's goal was to encourage Faculty to include elements of diversity in their curricula, and in their assessment and instruction protocols, and address issues of educational equity on Campus (University Level).
- 1998-9 Member, SJSU College of Education Public Relations Committee-- Responsible for producing the College of Education quarterly newsletter-- "The Educator" (College Level).
- 1998-9 Member, Educational Equity Committee (College Level).
- 1998-9 Member, Advisory Board, Alternative Education Grant Project for "At-Risk" Students (College Level).
- 1998-9 Member, Committee for Salary Step Increases (SSIs), College of Education (College Level).
- 1996-8 Member, SJSU College of Education Language & Literacy Academy for Language Learners.
- 1997-8 Member, SERS Dept. Committee to revamp Levels 1 and 2 Teacher Credentialing Program, SJSU, in accordance with State mandates (Departmental Committee).

**SELECTED LECTURES, WORKSHOPS AND CONFERENCE
PRESENTATIONS: LOCAL, NATIONAL, AND INTERNATIONAL**

- 2010 Black Language, Literacy and Liberation: Continuing the struggle for equal language rights in curriculum and content in American Schools.” International conference on Applied Linguistics, National Chiayi University, Chiayi, Taiwan. ROC.
- 2009 Workshop: “ Teaching Comprehension and Composition of Exposition in Kindergarten through 12th Grade”. Oakland Unified School District Literacy Coaches.
- 2008 Workshop: “Theory and Strategy in the teaching of Reading and Writing to Second Dialect and Second Language Learners in Elementary Schools”, University of Massachusetts, Amherst. Local Kindergarten through Eighth Grade Teachers.
- 2007 "Powerful Strategies for Teaching Reading and Language Arts to Students with (Mild to Moderate) Disabilities." Featured Speaker at The Assistant Superintendents' Network Meeting, Office of The San Bernardino County Superintendent of Schools, San Bernardino, California (Serves 530 public schools in 34 districts).
- 2007 " The Art and Science of Teaching Narrative Reading Comprehension: An Innovative Approach." Session on Black Language, Literacy, and Liberation: Continuing the Struggle for Equal Language Rights in Curriculum and School Content. American Educational Research Association Annual Meeting on The World of Educational Quality, Chicago, Illinois.
"Preparing Teachers for Dialectically Diverse Classrooms Through Sociolinguistic Approaches." Discussant for three papers on Linguistics-Based Teacher Professional Development. American Educational Research Association Annual Meeting on The World of Educational Quality, Chicago, Illinois.
- 2007 "Contrastive Analysis Revised: Teaching Reading and Language Arts to Ethnically Diverse Students through Literature and Song." The National Association for Bilingual Education's (NABE) 36th Annual International Bilingual/Multicultural Education Conference.
- 2007 "From Outside Agitators to Inside Implementers: Improving Literacy Education of (African American) Vernacular and Creole Speakers." Inaugural Address at The Center for the Study of African American Language (CSAAL), College of Humanities and Fine Arts, University of Massachusetts, Amherst.
- 2006 "From Outside Agitators to Inside Implementers: Improving Literacy Education of (All) Vernacular and Creole Speakers." Session on Ethnolinguistic Diversity and Literacy Education at the Conference on New Ways of Analyzing Variation (#35), The Ohio State University, Columbus, Ohio, Department of Linguistics.
- 2006 "Research-Based Strategies for Teaching Narrative and Expository Reading Comprehension to African-American Students, K-8th Grade." Special Guest Speaker, Voices For African American Students (VAAS), a Los Angeles based Activist and Advocacy Committee on Educational

- Progress in Reading and Math for Black Students in California Public Schools.
- 2006 "Demystifying Reading Comprehension: Teaching Narratives and Exposition in the Elementary School." Reading Conference, School of Education, University of the West Indies, Mona, Jamaica, West Indies.
- 2006 "State-of-the-Art Strategies for Teaching Decoding and Comprehension in Elementary School." Conducted Reading Instruction Workshops to Faculty at five elementary schools in Jamaica, Barbados and Trinidad, West Indies, January through May while overseas on Sabbatical.
- 2006 "Approaches to Developing a Conceptual Framework for a Research Study." Workshop delivered to Masters Degree Students enrolled in the College of Education at The University of the West Indies, Mona, Jamaica, West Indies.
- 2005 "A Question of Text or Text questioning? Designing Questions Embedded in Narrative Structure." Center for the Advancement of Reading Regional Conference, San Francisco State University, San Francisco, California.
- 2004 SJSU College of Education, Department of Special Education Intern Institute. An Orientation Institute for Prospective Teachers selected to pursue their Teaching Credentials in the Department as a Cohort Group. Presentation on "The Role of Language and Culture in the Teaching-Learning Dynamic with special reference to English Language Learners." (Departmental Level).
- 2004 "Literacy as Engagement, Comprehension, and Powerful Learning." CSU Professors of Literacy: A Showcase of Theory and Practice. San Jose State University, San Jose, CA.
- 2004 "Content Knowledge, Pedagogical Skills and Dispositions: The Big Picture: Teaching Students to Comprehend Informational Text Across Disciplinary Areas and Preparing Eleventh and Twelfth Grade Students to pass English Placement Tests." Reading Institute for Academic Preparation, San Jose State University, San Jose, California.
- 2004 "Understanding Six Important Skills for Teaching Beginning Reading." Explode the Code TutorWorks Teacher Training Institute, Atherton, California.
- 2004 "Research-Based Innovations in the Teaching of Reading Comprehension," Qing-Hua University, China.
"Challenges of Teaching Reading in K-12 Schools in America." Beijing Normal University, China; Shandong Normal University, China; & Qingdao University, China.
- 2003 "A Question of Text or Text Questioning—Teaching Reading Comprehension to Struggling Readers." Leadership Summit for The Consortium on Reading Excellence, Oakland, California.
"Issues in Implementing Teacher Education Programs in Reading for Older Readers and Writers." CSU-Sponsored Reading Conference on Preparing Teachers to teach older Readers and Writers, Los Angeles, California.
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- 2002 "Challenges in the Teaching of Reading from Kindergarten through Twelfth Grade in the USA": Wellington University, New Zealand.

- 2002 "The Significance of Text Structure in Teaching Reading Comprehension." CORE Reading Conference, Seattle, Washington.
- 2002 "Updating Contrastive Analysis: Extending Students' Linguistic Versatility through Literature and Song." New Ways of Analyzing Variation Conference, Stanford University, Stanford, California.
- "Techniques for Teaching Reading and Writing and Comprehension in Ethnically Diverse Elementary Schools." Bay Area School Reform Collaborative, San Francisco, California.
- 2001 "Evidence-Based Techniques for Teaching Reading and Language Arts to Students with Mild-Moderate Disabilities." Keynote Speaker, Learning Disabilities Association, Ca. State Conference, Concord, California. (November).
- 2001 "Bidialectalism and the Teaching of Reading in Elementary Schools." Keynote Speaker, University of Tennessee (Reading) Research Symposium, Memphis, Tennessee.
- Panelist, Conference on Multi Literacies, American Anthropological Research Assn., St. Louis, Missouri
- 2000 "Challenges of Teaching Reading in Classrooms Accommodating Diversity." Keynote Speaker, Oakland Unified School District kick-off celebration for adoption of Open Court Reading Series, Oakland, California,
- 2000 "Teaching Reading to African American Students and Other Students of Color." Workshop leader, Memphis Conference on Literacy. Memphis, Tennessee.
- 1999 "On the Politics of Literacy." Panelist, Stanford Univ. Conference on Race, Dept. of Political Science, Stanford, California.
- 1999 "Teaching Narrative Reading Comprehension: Powerful Strategies." African American Literacy and Culture Symposium: University of Pennsylvania.
- 1998 Teacher Training Workshop: Techniques in Teaching Diverse Learners and Strategies for Teaching Literacy Skills to Ethnically Diverse Students Preservation Park, Oakland, California.
- 1998 "Teaching Reading using Ethnic Folk Tales and other Culturally Congruent Texts." 17th Annual World Congress, International Reading Association (IRA), Ocho Rios, Jamaica.
- 1998 "Teaching Narratives in Elementary, Middle, and High Schools--A Conceptual Approach." California Speech and Hearing Association (CSHA), San Jose, California.
- 1998 Teacher Training Workshops, Ravenswood School District, East Palo Alto: "Code-Emphasis versus Whole Language Techniques for the Teaching of Reading in Public Schools: Fact versus Fiction." East Palo Alto, California.
- 1997 "Techniques and Strategies for Teaching Reading to Students in Ethnically Diverse Classrooms, K through 12." Teacher Training Workshops, Washington and Santa Fe Elementary Schools--Oakland. Also elementary schools in South San Francisco, San Ramon, Orange County, Danville, Centralia, and elsewhere in California.
- 1997 "Teaching Narrative and Expository Writing, Analysis, and Appreciation."

- Teacher Training Symposium, Davis, California.
- 1997 "Teaching All Our Children to Read: Phonics, Whole Language, or Alternatives"? Invited lecture, Friends of the School of Education, Stanford University, Stanford, California.
- 1997 "Beyond Ebonics: Where do we go from here?" Ebonics Conference, Mills College, California.
- 1997 "The Teaching of Reading to 'At-Risk' Students" SJSU Fall Forum, Monterey.
- 1997 "The Art and Science of Teaching Reading and the Language Arts." Workshop for volunteers in East Palo Alto Tennis and Tutoring Program, Haas Center for Public Service, Stanford University, California.
- "How to teach reading." Kimball Hall, Stanford University.
- 1996 "Cognition, Comprehension, and Critical Evaluation in a Multicultural Classroom." University of Pennsylvania. Reading Symposium, Philadelphia, Pennsylvania.
- 1996 "A Question of Text and Text Questioning: Teaching Reading Comprehension to At-risk Students." American Educational Research Association Annual Conference, New York.
- 1996 "Can Culture-Based Literature Improve Cognition and Comprehension in and At-Risk Ethnic Minority Student Populations"? University of Colorado at Boulder, School of Education, Colorado.
- 1993 "The Efficacy of Dialect Readers in Teaching Reading to African-Americans" Stanford University Student-Faculty Symposium, CA.

PUBLICATIONS

Books

- 2013 (with J. Rickford, J. Sweetland and T. Grano) *African American, Creole, and other English Vernaculars in Education: A Bibliographic Resource*. New York: Lawrence Erlbaum Associates and National Council of Teachers of English.
- 1999 *I Can Fly: Teaching Narratives and Reading Comprehension to African American and Other Ethnic Minority Students*. University Press of America, Inc. Lanham, Maryland (304 pages). [Now in fourth printing]

Articles

- 2014 "Teaching English to Vernacular Speakers in US and Caribbean Schools." In *Education Issues in Creole and Creole-Influenced Vernacular Contexts*, ed. by Ian Robertson and Hazel Simmons-McDonald. Mona: University Press of the West Indies (pp. 271-291).
- 2007 "The Art and Science of Teaching Narrative Reading Comprehension: An Innovative Approach." In *Talkin Black Talk: Language, Education, and Social Change*, ed. by H. Samy Alim and John Baugh. NY: Teachers College Press, Columbia University (pp. 56-76).

- 2007 "Variation, Versatility and Contrastive Analysis in the Classroom." In *Sociolinguistic Variation: Theories, Methods and Applications*, ed. by Robert Bayley and Ceil Lucas. Cambridge: Cambridge University Press, 2007 (pp.276-296).
- 2006 "Reconceptualizing the Role of Language and Culture in the Acquisition of Literacy and Literary Skills among Struggling Ethnically Diverse Middle and Secondary Students." *Language Learner* July/August 2006, Volume 1, Issue 4-6 (pp. 5,6,7,14).
- 2005 "Everything I Needed to Know about Teaching, I Learned from my Children: Six Deep Teaching Strategies for Reading Teachers." *Journal of Reading Improvement* 42.2 (pp.112-28).
- 2004a "Teaching Writing in Upper Elementary, Middle, and High School Classrooms." *New Waves Educational Research and Development Quarterly*, July, 2004, Volume 9, #3 (pp. 17-26).
- 2004b "African American English and Other Vernaculars in Education: A Topic-Coded Bibliography." (With John R. Rickford and Julie Sweetland.) *Journal of English Linguistics* Volume 32, #3, (pp. 230-320).
- 2004c "Teaching Reading and Writing to students with challenges." On the Alternative Education website of the School of Education, San Jose State University: <http://alternativeed.sjsu.edu/mod17.html>. (A fully developed semester curriculum for underachieving teenagers in alternative schools) (approx. 15 pp).
- 2003a "Teaching Reading Comprehension through Narrative Structure and Question Design," *New Mexico Journal of Reading*, Volume 24, #1, (pp. 6-24).
- 2002 "Teaching Reading Comprehension to Asian and Pacific American Students." *NABE News*, Volume 26, Issue #1, September/ October 2002 (pp. 19, 20, 21, 22, 23, 34).
- 2002 "Celebrating Bidialectalism: Reconceptualizing the Role of Language and Culture in the Acquisition of Literacy and Literary Skills among African American and other Ethnically Diverse Students." ERIC Clearinghouse on Languages and Linguistics, Washington, D C (20 pp).
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- 2001 "The Effects of Teacher Education on Reading Improvement." *Journal of Reading Improvement*, Volume 38, #4 (pp. 147-169).
- 2001 "The Effect of Cultural Congruence and Higher Order Questioning on the Reading Enjoyment and Comprehension of Ethnic Minority Students." *Journal of Education for Students Placed at Risk*, 6.4 (pp. 357-388).

- 2000 "Successful Teacher Strategies in a Multicultural Language Arts Classroom: Organization, Techniques, and Discipline." In L. Denti & P. Tefft Cousin (Eds.) *New Ways of Looking at Learning Disabilities: Connections to Classroom Practice*. Love Publishing Co., Denver, Co., (pp. 173-188).
- 1999 "The Role of Language and Culture in Teaching Reading to Ethnic Minority Students: Language Policy and Curriculum Planning." In Kathy Davis, and Thom Heubner (Eds.) *Sociopolitical Perspectives on Language Policy and Planning in the USA*. John Benjamins, Amsterdam, (pp. 267-295).
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